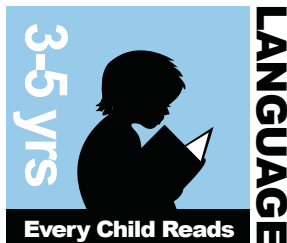




Principle 1



Trainer's Script

Instructions, Materials, Equipment

EQUIPMENT and MATERIALS



Computer with PowerPoint (PPT) or Overhead projector and screen



Transparencies L1-1 to L1-16 or Language PPT

Optional:
blank transparencies and pens



Handouts L-1 to L-3

Newsprint and markers; 4-6 real apples (variety of colors); 4-6 plastic apples (variety of types); picture of one apple; the word 'apple' written on paper; knives; plates

HOW TO USE THIS GUIDE

Symbols shown above will appear in the left column of the Trainer's Script when an indicated item should be used.

Trainer Actions also appear in the left column.

Text in the right column of the Trainer's Script provides the content to share with participants.

TRAINER NOTES

Training Time Total: 4 hours and 30 minutes (approximate)

- **Principle 1: approximately 45 minutes**
- Principle 2: approximately 3 hours
- Principle 3: approximately 45 minutes

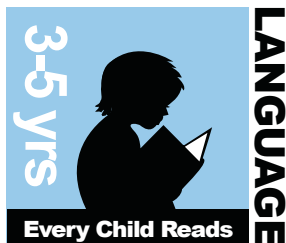
Article to read

Please read the Hart and Risley (1999) article in the Supplemental Trainer Materials before presenting this module.

Apple activity

This principle contains a group activity using apples. It is important to bring the designated materials to demonstrate active learning as it relates to meaningful experiences for children.

Materials needed for this activity are 4-6 real apples (in a variety of colors); 4-6 plastic apples (in a variety of types); a picture of one apple; the word 'apple' written on paper; knives; plates.



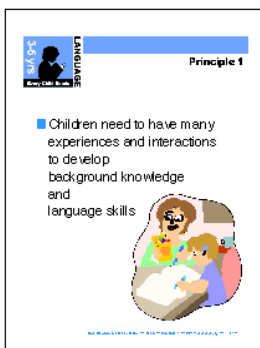
Trainer's Script

PRINCIPLE 1

ACTIONS / MATERIALS



Display PPT or
Transparency
L1-1



TRAINER'S SCRIPT

Welcome participants

Today, we will be talking about language.

We will review three principles in the Language Module as well as some brief information about the development of language skills.

In addition, we will practice the strategies and assign practice homework activities.

First, we will begin by having you assess your understanding of the development of children's language skills.

ACTIONS / MATERIALS



**Distribute
Handout L-1:
Participant
Profile;
Language
Outcomes**

**Allow participants
about 5 minutes to
complete profile**

**Collect before
continuing**

Save forms to give
back to participants for
review at the end of
the Language Module.
Participants will
re-assess their actual
beginning level of
knowledge.

TRAINER'S SCRIPT

Please complete this form. The purpose of completing this form is to assess the success of the training in teaching you new skills.

Put your name and date at the top. Mark "yes" or "no" for each statement by placing an X in the correct column. If you mark "yes," please complete the next column, "How often or how many times *each day?*"

Answer the questions the best you can. All of these questions will be easier to understand at the end of the module. You will be reviewing your answers at that time.

Also, the information will be gathered six months after training is completed.

You will have about five minutes to complete this form.

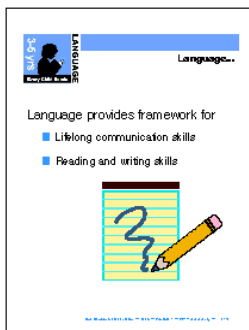
ACTIONS / MATERIALS



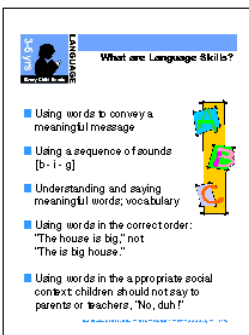
**Distribute
Handout L-2:
Transparency
Notes
Language
Module
Principle 1**



**Display PPT or
Transparency
L1-2**



**Display PPT or
Transparency
L1-3**



TRAINER'S SCRIPT

Language skills are among the most important lifelong skills a child can learn. Language skills not only provide lifelong communication skills but also are vital to establishing later reading and writing success.

What exactly are language skills?

Language skills refer to a child using words to convey a meaningful message to the listener.

Language is a systematic sequence of sounds (phonology); for example, saying the sounds “b - i - g” for the word “big.”

It means understanding and using meaningful words in your vocabulary (semantics).

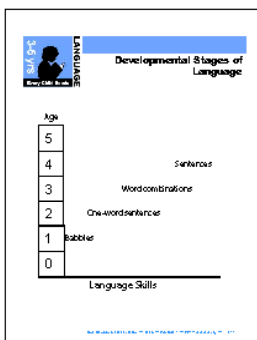
Language means using words in the correct order (syntax). For example, the sentence “The is big

ACTIONS / MATERIALS

TRAINER'S SCRIPT



Display PPT or
Transparency
L1-4



house” is not in the correct order and therefore does not make sense to us.

Last, it means using language in the appropriate social context (pragmatics). Parents and teachers probably would not appreciate hearing, “No duh!” from a child.

Language skills do not mean speaking every word with perfect grammar or diagramming sentences as you may have learned in English classes.

Language skills of a child means saying words and sentences that sound close to the expression of adults.

Before children learn to convey a meaningful message or talk like adults, they go through many stages.

Within the first year, children typically learn to make cooing, crying, or babbling noises. These are the very beginnings of talking and using language.

In fact, because these noises do communicate a message, they are an infant’s *language*.

From ages 1 to 2, children typically repeat words they hear, such as “Dada,” “Mama” or “Up.” They use these words to communicate. A single word can mean a variety of messages such as “There is my Daddy!” or “Daddy, pick me up.”

From ages 3 to 5, the complexity of children’s sentences grows by adding more words until they are communicating original ideas using complete sentences.

Questions or comments?

ACTIONS / MATERIALS



Display PPT or
Transparency
L1-5



TRAINER'S SCRIPT

The development of language skills may not be as smooth as the previous transparency shows. Here are some important things to keep in mind as you work with children to develop their language skills.

It is important for adults to realize that children develop language skills – words, phrases, and sentences – at *different rates*.

Just as children learn to walk at different times and are either slower or faster at acquiring walking skills, so do children acquire talking skills at different times and rates.

What this means for parents or early care and education providers is that they should engage a child at the level he or she is at and encourage development *from that level to a higher one*.

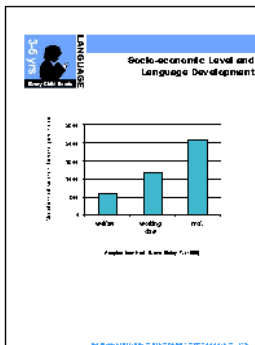
A child's social and cultural background will make a difference in the rate and ways children learn to use language.

Let's look at an example of how a family's economic background can affect language development.

ACTIONS / MATERIALS



Display PPT or
Transparency
L1-6



TRAINER'S SCRIPT

In a research study conducted by Hart and Risley (1999) they found:

Children heard 2100 words per hour in the average professional family, 1200 words per hour in the average working class family, and 600 words per hour in the average family on welfare.

In a typical hour, professional parents spent nearly twice as much time interacting with their children as parents on welfare.

By age four, the average child in a family living on welfare may have 13 million fewer words of cumulative language experience than the average child in a working class family.

Other research conducted by Robert Slavin, *Success for All*, has shown the benefits of program intervention and increased reading scores for disadvantaged children. Family intervention was considered essential to truly mean Success for All. Questions or comments?



Display PPT or
Transparency
L1-7

It's important to know...

- Children develop at different rates
- Social, economic, and cultural background affect language skill development
- Most oral language skills develop by age 5

Let's pick up with the last point. By age five, most children have developed spoken or verbal language skills that are pretty close to adult language.

It is **IMPORTANT** to understand this does *not* mean children stop learning language skills after they turn 5, but it does indicate that a basic foundation for a child's oral language skills is usually established by age 5.

Those children who do not have a firm foundation of

ACTIONS / MATERIALS

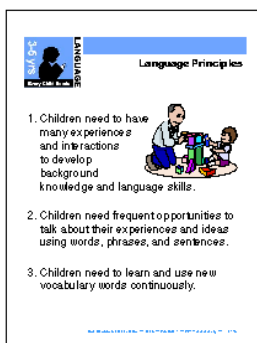
TRAINER'S SCRIPT

language skills begin school at a disadvantage. They have to learn reading, writing, and math skills with a weak foundation of language. This hinders learning new skills and concepts in many areas.

In the Language Module, we will learn what adults can do to help children acquire these essential language skills.



Display PPT or
Transparency
L1-8



We will address *three principles* for children to develop language skills:

1. Children need to have many experiences and interactions to develop background knowledge and language skills.
2. Children need frequent opportunities to talk about their experiences and ideas using words, phrases, and sentences.
3. Children need to learn and use new vocabulary words continuously.

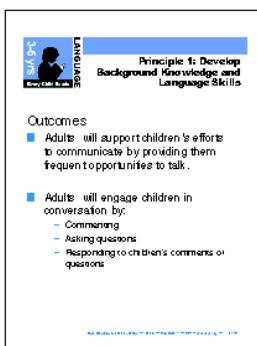
The main point of the entire Language Module is to encourage adults to talk with children one-on-one as much as possible.

That means providing equal time for children to talk to you, as well.

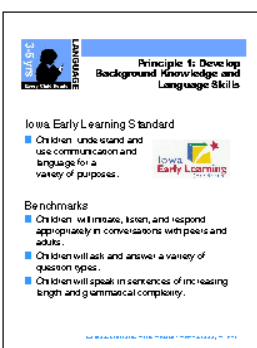
ACTIONS / MATERIALS



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Display PPT or Transparency L1-10



TRAINER'S SCRIPT

The first principle of the Language Module is...

Children need to have many experiences and interactions to develop background knowledge and language skills.

At the end of this principle, it is expected you will:

- Engage frequently in meaningful and extended conversations with children
- Plan activities which provide meaningful language experiences for children

As adults plan activities that provide meaningful experiences and engage children in extended meaningful conversations, they support children in achieving Iowa standards.

The Iowa Early Learning Standards include:

Children understand and use communication and language for a variety of purposes.

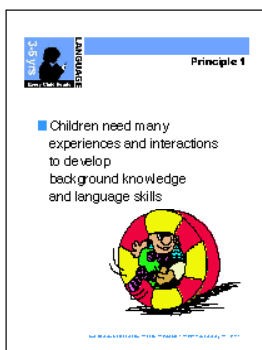
The specific benchmarks for the Language Module Principle 1 are:

- Children will initiate, listen, and respond appropriately in conversations with peers and adults.
- Children will ask and answer a variety of question types.
- Children will speak in sentences of increasing length and grammatical complexity.

ACTIONS / MATERIALS



Display PPT or
Transparency
L1-11



TRAINER'S SCRIPT

Let's talk about the first principle.

How do we define background knowledge?

Background knowledge is the information and feelings children have learned from seeing, feeling, and doing things in the world around them, from all of their experiences.

Children who have many experiences, and the time needed to explore these experiences on their own, expand their knowledge and interests about their world.

Some children acquire background knowledge quickly, after one or two experiences with something new. Other children may take longer to acquire background knowledge.

It doesn't really matter how much time it takes, as long as the experiences are varied and meaningful, and children can explore the experiences at their own pace, led by their own interests.

ACTIONS / MATERIALS



**Display PPT or
Transparency
L1-12**



**Have participants break
into groups of about 4.
Give each group a real
apple, plate, and knife.**

TRAINER'S SCRIPT

The strategy for the first principle is to provide a variety of meaningful experiences using daily routines or planned events.

What do we mean by meaningful experiences?

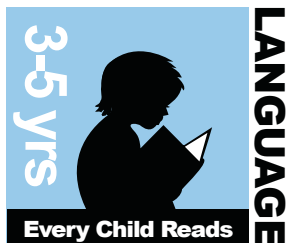
We mean anything that can happen to a child, especially experiences that occur naturally during a child's day or things we plan. These experiences provide an opportunity to build a child's language. To build rich background knowledge, children need a variety of meaningful experiences.

Meaningful experiences are those which are real and understandable by children.

As an example, let's do this simple activity with apples.

Today, we are going to learn about apples. Your group has a plate, a knife, and an apple I picked from a tree. Your assignment is to learn about this apple, and describe it in as many ways as possible. Yes, you may cut and eat the apple!

Use your senses to discover everything you can about your apple. As you do this, have someone record your descriptions or ideas. Write down anything you notice about the apple.



ACTIONS / MATERIALS

Give groups 5 minutes to explore real apples

Have each group share some descriptions they discovered

Write descriptions on newsprint or blank transparency

Give each group 1 or 2 plastic apples

Take suggestions

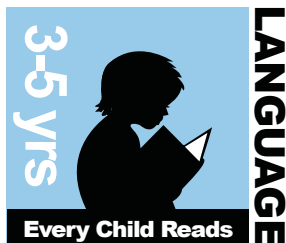
Cross off items from master list that could not be discovered with plastic apples or verbal instructions

TRAINER'S SCRIPT

Now, I am going to teach you about apples another way.

Apples grow on trees. We pick them in the fall. We eat them or bake them into a pie. Here are some apples I want you to explore.

If I taught you about apples using only the words I told you and plastic apples, what words or phrases would we have to cross off our list?



Trainer's Script

ACTIONS / MATERIALS

TRAINER'S SCRIPT

Show picture of apple

Okay. Now, I am going to teach you about apples.

This is an apple. It is red. It grew on a tree. In the fall, we pick apples to eat and bake into pies.

I have taught you in another way about apples, using only a picture and 4 sentences. Now, what should we cross off our list?

Take suggestions

Show written word
apple

Again, I will teach you about apples. This is the word apple. It represents a fruit that grows on a tree. We eat apples.

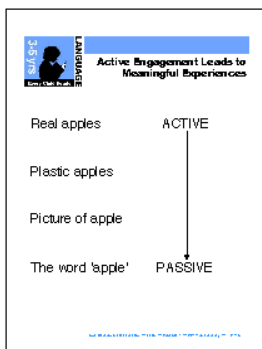
After seeing just the word, should we cross anything else off our list?

Take suggestions

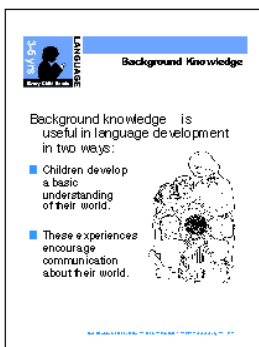
ACTIONS / MATERIALS



Display PPT or Transparency L1-13



Display PPT or Transparency L1-14



TRAINER'S SCRIPT

What was the difference between the teaching methods I used?

With the exception of the real apples and, possibly, the plastic apples, you were not involved in your own learning. You were a passive participant. Using real apples actively engaged you in discovering many things about apples. The same is especially true with children. When they are given opportunities to actively engage in activities, the experiences become meaningful.

Experiences can include walks to the park or visits to the zoo, but they can also be daily events such as getting dressed, eating a meal, or playing with friends.

What does background knowledge have to do with language skills?

Background knowledge is useful in language skill development in two ways:

1. Background knowledge is essential if children are to understand their world. That basic understanding is necessary so they can better understand what people or books tell them about the world.

ACTIONS / MATERIALS

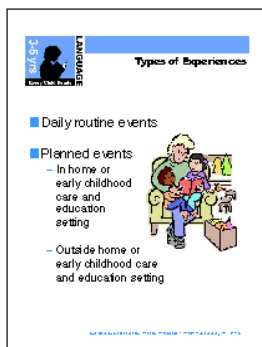
TRAINER'S SCRIPT

2. The experiences that develop background knowledge also help develop language skills. Children use language to think and talk about these experiences. The experiences themselves encourage communication and the use of language skills.

What experiences can we provide children to help them build background knowledge that will, in turn, help children develop language skills?



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L1-15



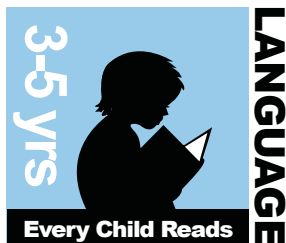
Some experiences occur every day at *home* or in *early childhood care and education settings* during daily routines. Some special experiences are planned in or outside of the *home* or *early childhood care and education setting*.



Distribute
Handout L-3:
Experiences to Build Language Skills

This handout has some examples of daily routines and planned experiences that will provide opportunities to build children's background knowledge and language skills. Take about 5 minutes to review the examples.

...continued...



ACTIONS / MATERIALS

Prepare newsprint with heading:

***Daily Routines /
Planned Experiences***

**Write participant
responses on
newsprint**

**Take suggestions for
about 5 minutes**

**Take 5 minutes for
discussion**

As participants reflect on their experiences, point out how children learn many things from experiences and yet each learns in his/her own time and way. Keep this newsprint list; you will use it in training for Principle 3.

TRAINER'S SCRIPT

Now, I would like for you to think of examples of daily routines that happen for 3- to 5-year-old children. I'll record your suggestions on the newsprint. Add these suggestions to your handout.

What are some examples of planned activities or experiences that provide opportunities for increasing background knowledge and language skills?

Reviewing this newsprint list, can you share similar experiences that made you realize that the children did or did not have the background knowledge for an activity?

Every child is different. Some may acquire background knowledge after a few experiences. Others may need the same experiences many times. In your experiences, how do you know this to be true?

ACTIONS / MATERIALS



**Display PPT or
Transparency
L1-16**



TRAINER'S SCRIPT

The most important point of this principle is that there are many opportunities every day to create a variety of meaningful experiences for children.

Adults can use these experiences to help children develop background knowledge and language skills.

For our next session, please bring copies of your typical daily schedule and your personal calendars. You'll need your schedule and calendar to select times and dates to meet with your peer partner.